

Bergen Community College

Division of Humanities
Department of English

Course Syllabus

ENG-101 Composition I

Semester and year:
Section Number:
Meeting Times:
Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional] Office Hours:
Email Address:

Course Description:

English Composition I provides students the opportunity for extensive practice in critical reading, thinking, and writing. This course concentrates on moving beyond personal narrative to constructing convincing arguments, using evidence from reliable sources, and presenting material in a variety of formats including academic essays, visual/graphic presentations, and digital platforms.

Credits: 3; Lecture 3

Prerequisite: ENG-011, ENG-021, ALP-063, or by placement exam or multiple measures.

Corequisite: None

General Education Course

Student Learning Outcomes: As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
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1. Analyze, interpret, and respond in discussion and writing to a variety of texts.	<p>-Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words.</p> <p>- Complete a variety of multi-modal assignments such as summaries, journals, audio/video presentations, blogs, et al. - both in and outside of the classroom</p> <p>-Participate in class discussions and other in-class (individual or group) activities</p>
2. Demonstrate full engagement in the process of academic writing, including gathering ideas, developing and clearly stating theses, organizing, drafting, revising, and editing.	<p>-Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words.</p> <p>- Complete a variety of multi-modal assignments such as summaries, journals, audio/video presentations, blogs, et al. - both in and outside of the classroom</p>
3. Integrate the ideas of others accurately using summary, paraphrase, and direct quotation.	<p>Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words.</p> <p>- Conduct independent, meaningful research, discerning reliable sources, integrating and citing them in current MLA format, for analytical assignments</p>
4. Incorporate the tools and techniques of contemporary information science in multi-modal assignments, including the use of current MLA style for text presentation, in-text citations, and Works Cited pages.	<p>Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words</p> <p>-Complete a variety of multi-modal assignments such as summaries, journals, audio/video presentations, blogs, et al. - both in and outside of the classroom</p>

5. Successfully state and defend an argument in an organized fashion, accurately using appropriate evidence from reliable sources.	-Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words - Conduct independent, meaningful research, discerning reliable sources, integrating and citing them in current MLA format, for analytical assignments
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For General Education courses: the table below indicates how Gen Ed/Essential Learning Outcomes (EL1-11, below) are aligned with these Student Learning Outcomes:

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.	x	x							x		
2.		x									
3.		x				x					
4.		x			x	x					
5.		x				x					
6.											

EL1-Effective Speaking
 EL2-Effective Writing
 EL3-Mathematical Reasoning
 EL4-Scientific Reasoning
 EL5-Technological Competency
 EL6-Information Literacy

EL7-Social-Behavioral Analysis
 EL8-Historical Analysis
 EL9-Humanistic Analysis
 EL10-Intercultural Awareness
 EL11-Moral Literacy

Signature Assignment:

The Research Project

Students are required to compose a research project using primary and secondary sources, integrating and citing them in current MLA style. (Assesses course SLOs 1,2,3,4 and 5, and assesses EL2 and EL9)

Course Content:

As a student in this course, you can expect to do a great deal of reading, writing, and thinking. All three of these tasks should work in tandem and not in isolation from one another. When you read, you should think deeply about the ideas presented in the text you are studying and the ways in which these ideas are organized. Don't simply see the words on the page. Think about them and the way in which the author put these words together to convey meaning. Write about what you read. This will help you understand the material better. Read what you write and be certain that your words convey the meaning you intend. Don't think about writing as splashing enough words on a page so that you fill up two or three pages of typewritten text. Take pride in your writing for it represents your unique way of seeing the world

Ultimately, the purpose of this course is to prepare you for academic discourse across the curriculum. Whether you take a math, economics, or philosophy course, you will have to read and understand the course material. Effective reading skills are essential to success in college. In addition, many college courses require a research paper. Composition II will continue to help you develop the skills that you will need to write research papers for this and for other college courses. Please don't think about this course in isolation; instead, think about how your experience here can help make you a better student.

Course Texts and/or Other Study Materials:

Course material will be provided by the instructor via canvas. The course may also make use of the Open Educational Resources page for ENG-101, found at <https://canvas.bergen.edu/courses/9816>

Research, Writing, and/or Examination Requirement(s):

You will be required to do the following:

1. Compose at least four major assignments in a variety of modes, including academic essays of at least 500 words (SLO 1-5).
2. Complete a variety of multi-modal assignments such as summaries, journals, audio/video presentations, blogs, et al. - both in and outside of the classroom (SLO 1-3).
3. Conduct independent, meaningful research, discerning reliable sources, integrating and citing them in current MLA format, for analytical assignments (SLO 3-5).
4. Submit assignments that adhere to MLA manuscript requirements and demonstrate effective proofreading and editing (SLO 1-5).
5. Participate in class discussions and other in-class (individual or group) activities (SLO 2-3).

Grading Policy:

Your final grade will be computed in the following way:

Assignment Type	(Recommended) Percentage
Essay 1	10%
Essay 2	15%
Essay 3	25%
In-Class Essay	20%
Daily class work, Connect, Homework, and participation	20%
Research project	10%
Total	100%

(Note that this is a sample grading policy: grading policies may vary at the discretion of individual instructors)

Attendance Policy:

Specific policies related to attendance are determined by the individual instructor. The college wide policy follows.

BCC Attendance Policy:

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Academic Integrity Policy:

Bergen Community College is committed to academic integrity – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The College recognizes the following general categories of violations of academic integrity. Academic integrity is violated whenever a student does one or more of the following:

1. Uses unauthorized assistance in any academic work.
 - copies from another student's exam
 - uses notes, books, electronic devices or other aids of any kind during an exam, when doing so is prohibited
 - steals an exam or possesses a stolen copy of any exam
2. Gives unauthorized assistance to another student
 - completes a graded academic activity or takes an exam for someone else
 - gives answers to or shares answers with another student before or during an exam or other graded academic activity
 - shares answers during an exam by using a system of signals
3. Fabricates data in support of an academic assignment

- cites sources that do not exist
 - cites sources that were not used
 - submits any academic assignment which contains falsified or fabricated data or results
4. Inappropriately or unethically uses technological means to gain academic advantage
- inappropriately or unethically acquires material via the Internet or by any other means
 - uses any devices (electronic or hidden) for communication or unauthorized retrieval of information during an exam
 - Uses Large Language Models or other Artificial Intelligence programs to generate writing that the student then passes off as his or her own. (more below)

AI Policy:

AI use not specifically allowed by the instructor falls under the academic integrity category of unethical use of technology as delineated under item 4 above and is subject to the same potential penalties.

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

Course Outline and Calendar:

UNIT ONE: Professional Communication & Audience Awareness	
September 4 Module 1	Read: Syllabus <ul style="list-style-type: none"> • Course Materials and Goals • Introductory Survey • Taking good notes Writing: None SLOs: 1, 2
September 9 Module 2	Read: Stacer, "How to Email Your Professor (without being annoying AF)" Doyle, "How to Write and Send Professional Email Messages" Writing Due: Notes on articles (Stacer and Doyle) * Don't forget to check the schedule for 9/11 to see if you have reading and writing assignments. SLOs: 1-3
September 11 Module 2	Read: Review Project 1 Directions <ul style="list-style-type: none"> • Writing Due: Professional and Personal Email Rough Draft (200 words each) SLOs: 1-3
September 16 Module 3	Read: None <ul style="list-style-type: none"> • Poverty presentation • Rukimi Callimachi's "I Live in My Car" (in-class reading) • In-class response Writing Due: Project 1 [2 Emails + Reflection] SLOS: 1,2
UNIT TWO: Research-based Essay	
September 18 Module 3	Read: "Why Poverty Persists in America" by Matthew Desmond <ul style="list-style-type: none"> • Breakdown article in class • Watch Desmond's interview and practice note taking • Compile all notes (continue for HW if not finished) • Group Work Writing: None

	SLOs: 1
September 23 Module 4	Read: None <ul style="list-style-type: none"> • Groups: Tell the Story • Essay Directions In-class Writing: Observation part of Group Work SLOs: 1-3
September 25 Module 4	Read: Review Essay directions <ul style="list-style-type: none"> • Central Arguments or secondary version • Strong Introductions (brainstorm) Writing: None SLOs: 1-5
September 30 Module 5	Read: Review Essay directions <ul style="list-style-type: none"> • Building strong paragraphs: Claims, Evidence, and Citations • In-class group work building paragraphs Writing: None SLOs: 1-3
October 2 Module 5	Read: Review Claims, Evidence, and Citations <ul style="list-style-type: none"> • Group peer review introductions • Planning full essay Writing: None SLOs: 1,2,4, 5
October 7 Module 6	Read: None <ul style="list-style-type: none"> • Direct Quotes = using evidence • Editing vs. Revising Writing: Intro + 2 Paragraphs SLOS: 1-3
October 9 Module 6	Read: None <ul style="list-style-type: none"> • Peer Review Writing: Revised Intro + Paragraphs SLOs: 1,2,3
October 14 Module 7	Read: All feedback on your project to help with final edit. <ul style="list-style-type: none"> • In-class Writing Writing Due: None
October 16 Module 7	Read: Direct quote vs. Paraphrase; In-text vs. parenthetical citations Writing Due: Unit 2 [Research-based Essay] Fri - Sunday by 11:45 pm SLOs: 1-3

MIDTERM PREP	
October 21 Module 8	Read: Midterm Skills <ul style="list-style-type: none"> Review of Skills Writing Due: None
October 23 Module 8	Read: None Writing Due: In-class Midterm Exam (Testing Center for those with OSS Accommodations) SLOs: 1-3, 5
MINI UNIT: Research and Informational Literacy	
October 28 Module 9	Read: Unit 3 Focus assignment; Goals for Unit; AI Glossary, AI Writing Prompts Writing Due: AI Researching (in-class assignment) SLOs: 1,2
October 30 Module 9	Read: Library Tour (video) Writing Due: Digital Scavenger Hunt (in-class assignment)
November 4 Module 10	Read: Researching for Unit 3 & Unit 3 Focus Assignment Writing Due: None SLOs: 2-4
November 6 Module 10	Read: Review Unit 3 Focus assignment Writing Due: Unit 3 Focus Assignment Fri-Sun 11:45 pm SLOs: 1-3, 5
UNIT THREE: Extended Research-based Essay	
November 11 Module 11	Read: Unit Three Directions <ul style="list-style-type: none"> In-class annotation and article selection Writing Due: None Reminder: Last day to turn in work from Weeks 1-8. See Assignment Revision Policy for specifics. SLOs: 1-4
November 13 Module 11	Read: Two-paragraph introductions ; central arguments <ul style="list-style-type: none"> Work on Central Arguments individually or in groups Writing Due: All article annotations and Works Cited SLOs: 1-3

November 18 Module 12	Read: Mapping/Outline of Longer Essays <ul style="list-style-type: none"> • Create outlines and/or maps Writing Due: None SLOs: 1-4
November 20 Module 12	Read: None <ul style="list-style-type: none"> • Peer Review Writing Due: Outline/Map SLOs: 1-3
November 25 Module 13	Read: None <ul style="list-style-type: none"> • Class discussion: Progress on Essays Writing Due: None
ENG 101 Cancelled for Thanksgiving Break Wed., Nov 27th	
December 2 Module 14	Read: None <ul style="list-style-type: none"> • In-class writing Writing Due: SLOs: 1,2
December 4 Module 14	Read: None <ul style="list-style-type: none"> • Peer Review Writing Due: Project 3 Rough Draft Due for Prof Keane's Review SLOs: 1-5
December 9 Module 15	Read: Common Issues <ul style="list-style-type: none"> • Writing Writing Due: None
December 11 Module 15	Read: None Writing Due: Extended Research-based Essay Reminder: Last day to turn in work from Weeks 9-13. See Assignment Revision Policy for specifics.
FINAL EXAM	
December 16 Module 16	Read: Final Exam Topics Writing Due: None
December 18 Module 16	Read: None Writing Due: In-class Final Exam SLOs: 1-4

Note to Students: This Course Outline is an EXAMPLE of a typical 101 course structure. The specific schedule of individual sections will be determined by your individual instructor.